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ABSTRACT

This document presents a list of behavioral goals in the cognitive domain, developed to describe a graduate of the Newark College of Arts and Sciences teacher education program. The goals are classified according to Bloom's "Taxonomy Handbook I," and fall into the following categories: knowledge (remembering, recognition, or recall of ideas, materials, or phenomena); comprehension (knowing what is being communicated and using materials or ideas without necessarily relating them to other material or seeking their fullest implications); application (using an abstraction correctly given an appropriate situation in which no mode of solution is specified analysis (detecting relationships of parts and the way in which they are organized into the whole; distinguishing dominant from subordinate ideas); synthesis (putting together elements and parts to form a whole, which pattern or structure was clearly not there before); and evaluation (judgments about the value of ideas, works, solutions, methods, materials; either quantitative or qualitative in terms of criteria used). (MJB)

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BEHAVIORAL GOALS FOR A PRE-SERVICE TEACHER EDUCATION PROGRAM

I. Cognitive Domain

These behavioral goals were written in an effort to describe a graduate of the NCAS *teacher education program. All of the items have been classified according to Bloom's Taxonomy Handbook I. The items noted below were obtained from various sources. Some were illustrations from the Bloom Handbook I; if so, a page notation in parentheses identifies them. Others, from Will French's book, are followed by a number and a letter in parentheses. Still others were written by Rutgers students and edited by the writer. This first draft needs further refinement. The reader's suggestions are earnestly requested. What items should be deleted, edited, or reclassified? Are there glaring omissions? Should other items be associated with specific courses? Can these items be used as performance criteria for purposes of evaluating beginning teachers?

April, 1971

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1.00 Knowledge
Remembering, recognition, or recall of ideas, materials, or phenomena.

1.10 Knowledge of Specifics
Recall of specific and isolable bits of information, the hard core of facts or information in each field of knowledge.

Is academically well qualified in his teaching field.
Has command of the subject matter which he is teaching.

1.11 Knowledge of Terminology
Symbols (either verbal or non-verbal), technical terms, familiarity with common meanings.

(The instructor of each course in professional education can develop his own list of terms.)

1.12 Knowledge of Specific Facts
Dates, events, persons, places, findings in the field, and sources of such data.

(Each instructor can develop his own list for his specialty; some examples are noted.)
Knows provisions of NEA Code of Ethics.
Knows some of the major objectives of secondary school teaching. (300:386)

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1.20 Knowledge of Ways and Means of Dealing with Specifics
Methods of organizing and dealing with specifics, methods of inquiry, standards for judgment, patterns of organization.

Knows provisions of State law which are essential for teachers, i.e. Title 18 plus pertinent court cases.
Is familiar with professional literature (books, magazines, reports) which relate to the teaching of the subject fields in which the prospective teacher is concentrating.
Knows major professional associations in the specialty of the teacher.
Can identify professional leaders in the teacher's area of specialty.

1.21 Knowledge of Conventions
Usages, styles, practices employed in a field; characteristic ways of treating and presenting ideas.

Knows procedures to follow to seek admission to the NCAS program of teacher education.
Knows protocal when applying for a teaching position, dealing with professional colleagues (peers and superiors), meeting with parents (professionally).
Knows how adolescents grow and develop, their normal behavior, and learning techniques.(290:381)
Knows how to motivate students and develop a creative and intellectual atmosphere in the classroom. (300:386)
Can plan a unit of work in his teaching field (covering roughly three weeks of class time).
Can plan a sequence of several days work (a week) in his subject field.

1.22 Knowledge of Trends and Sequences
Interrelationships between a number of specific events; processes, directions, movements, developments.

Keeps well informed on current problems and issues in the field of education; recognizes interrelationships between these educational matters and those in a broader social context (national, statewide, political, social, cultural, economic, etc.)
Recognizes how changes are brought about in a school through the efforts of individuals (student, teacher, principal), groups (of those named), others.
Recognizes that change is inevitable, that schools must adjust to changing conditions or be replaced by more adaptable institutions.
Knows how secondary schools have grown in our society over the years and their present role as an institution.

1.23 Knowledge of Classifications and Categories
Classes, sets, divisions, arrangements.

Knows the difference between: elementary school-secondary school, vocational-technical high school, non-public schools, private/parochial.

1.24 Knowledge of Criteria
Criteria by which facts, principles, opinions, and conduct are tested or judged.

Can describe the qualities of a good teacher.

1.25 Knowledge of Methodology
Methods of inquiry, techniques, procedures; knowledge of method rather than ability to use method.

Knows a variety of methods of teaching and advantages and disadvantages of each.
Examples:
Knows grievance procedures to be followed on campus to appeal a decision.
Knows procedures to research a problem in education.
Knows ways to carry out an experiment in teaching.
Is able to make the subject matter interesting to high school students.

1.30 Knowledge of Universals and Abstractions in a Field
Major ideas, schemes, and patterns by which phenomena are organized, large structures, theories, generalizations.

1.31 Knowledge of Principles and Generalizations.
Bases for explaining, describing, predicting, or determining most appropriate action.

Understands some fundamental principles of teaching.(300:386
See Blount and Klausmeier, pp. 83,89,96,101,107 for examples.

1.32 Knowledge of Theories and Structures
Principles and generalizations together with their interrelationships; organization of a great range of specifics.

Is familiar with the role of the teacher: guide and director of learning in the classroom and in other school activities, as a counselor of youth, and as a member of the teaching profession. (300:386)
Can guide or counsel youth on general problems of adolescence. Recognizes limitations of his ability when specialized questions arise.

2.00 Comprehension
Largest general class of intellectual abilities and skills emphasized in schools and colleges.
Lowest level of understanding.
Knowing what is being communicated and using materials or ideas without necessarily relating it to other material or seeking its fullest implications.

Understands the role of government (federal, state, local) with respect to education and the operation of a specific school in which the teacher is employed (or likely to be employed).
Understands the nature, organization, and operation of contemporary American secondary schools. (300:385)
Understands the importance of eliciting ideas from the students in order to help each one independently to learn the subject rather than letting the teacher monopolize the classroom.

2.10 Translation
Changing into another language, into other terms, or into another form; paraphrasing, understanding non-literal statements (metaphor, irony, exaggeration), writing mathematical verbal statement in symbolic form.

Can express (for student consumption) the basic idea(s) found in a principal's directive, in a Board of Education policy statement, or in State regulations, or in a court decision.

Is able to accept answers with variations as correct answers. He should look for the idea and not just the correct word order that is given in the teacher's manual.

Strives to get his students to comprehend, really understand, a lesson rather than just learn it by note.

Can state the problem in his own words. (p. 92)

Can lead a whole-class discussion thereby demonstrating important teaching skills: defining, explaining, evaluating.

Can help students to see the relevance and value in the subject matter. Is able to help students apply it, adapt it and put it into use.

Collects flat pictures that are of value in teaching a selected subject field, and can show how they can be used to teach certain aspects of the course.

2.20 Interpretation
Explanation of main ideas; a reordering, rearrangement, a new view of the material; weighing and assessing relative emphasis given different elements; abstracting generalizations from a set of particulars.

Understands the controversy with respect to governmental support of parochial (private?) schools.

Understands the need to be self disciplined as a member of the teaching profession.

Is able to raise questions to bring out new information (insights) with respect to the issues under consideration.

Is able to stimulate conversation in the classroom by making analogies and comparisons (according to student age group) that are of interest to the group in general. Sometimes stories with messages that might perk up a "tired" or hesitant class.

Admits when he makes an error, when facts contradict his statement, or when he does not know the answer to a student's question.

Sets a good example of how a college graduate (cultured individual) should behave.

2.30 Extrapolation
Estimates or predictions based on trends, tendencies, or conditions; inferences with respect to implications, consequences, corollaries and effects.

Understands the school as a social institution, its present weaknesses, and possible remedies thereof.(300:401)

Extends trends or tendencies beyond the present and recent past. (p. 95)

Estimates or predicts consequences of a course of action. (p. 96)

Can state with relative certainty the consequences of an action. (p. 96)

Sees implications or effects of present conditions. (p.95)

His actions in the classroom.

Is able to interpolate when gaps in data become apparent. (p. 96)

Can predict what the universe is like when only a sample is known. (p. 117)

Can describe a sample when the universe from which it is taken is known. (p. 117)

Is able to extend ideas dealing with one topic to another situation similar (or related) to the first topic. (p. 117)

Can select transparencies that are appropriate to teaching a selected teaching field. (300:386)

3.00 Application

Uses an abstraction correctly given an appropriate situation in which no mode of solution is specified; training is carried over into situations never faced in the learning process.

Relates life of the community to the work of the school, and that of the school to the community, with the direct object of enriching both. (Raths, Component VI, pp. 51 ff)

Applies to life situations the facts, data, and principles that are being studies in the classroom; considers consequences of these applications.

Brings out the relevance of the subject material to the world outside the classroom.

Selects appropriate theory and/or method and applies it to the solution of new problems. (p. 121)

Transfers his training and experience from one situation to the solution of a new problem. (p. 122)

Demonstrates ability to use the correct method to solve a problem.

4.00 Analysis

Detecting relationship of parts and the way in which they are organized into the whole; distinguishing dominate from subordinate ideas.

4.10 Analysis of Elements

Identification of the parts within the whole.

Diagnoses learning difficulties of pupils and remedies them. (If this is properly done, "discipline" as such will decline as a major concern.)

/Some recs: health defects, study habits, emotion health, morale, faults in thinking or valuing./(Raths, Componenet IX, pp. 77ff)

Is able to recognize or classify the elements of a spoken or written communication.

Analyzes the verbal interaction during at least one classroom period. (300:386)

Can identify hypotheses or assumptions in another's statement, even when they are not clearly labelled as such. (p. 145)

Can distinguish facts from hypotheses. (p. 146)

Can identify motives of the speaker. (p. 146)

Establishes early in the lesson those basic points which are essential to the lesson's progress. Does not assume prior knowledge on the part of the student. Clarifies unclear material.

Observes high-school teachers in his major teaching field in order to analyze individual lessons, their parts, and sequencing.

4.20 Analysis of Relationships

Detection of the interrelationships between the parts, or between any part (or parts) and the central idea.

Knows the moves of his professional group, the reasons for them, and the consequences of violating them.

Understands the unique aspects of teaching his own subject field-curriculum materials, books, equipment, special techniques.

Is able to inform and explain materials in his area of concentration to students. (Raths' Component I, pp.34f) /Informing relates to questions of who, when, where, what, and how, i.e. description of things. Explaining relates to why. Both involve the teacher in telling./

Provides opportunities for youth to think and to share thei thinking. (Raths' Component IV, pp. 40ff) /Students observe, listen, feel, smell, taste, and report sense impressions; compare items, summarize, classify, interpret, solve problems, make decisions, use imagination, seek assumptions, suggest hypotheses, collect facts, evaluate, or criticize./

Thinks critically with reference to problems affecting the group life of the classroom. (2.132 d)

Comprehends the interrelationships among ideas in a passage. (p. 147)

Recognizes what particulars are relevant to the validation of a judgment. (p. 147)

Analyzes the relations of statements in an argument, to distinguish relevant from extraneous statements. (p. 147)

Recognizes facts or assumptions essential to the main thesis, or to the argument in support of that thesis. (p.147)

Checks the consistency of hypotheses with given information and assumptions. (p. 147)

Distinguishes cause-and-effect relationships from other sequential relationships. (p. 147)

Detects logical fallacies in an argument.

4.30 Analysis of Organizational Principles

Detecting the structure and organization of a statement--its purpose, point of view, attitude, general conception.

Is able to infer the author's purpose, point of view, or traits of thought and feeling as exhibited in his work. (p. 14

Can detect propaganda techniques in a communication. (p.148

Recognizes point of view or bias of a writer or speaker.

5.00 Synthesis
Putting together elements and parts to form a whole, which pattern or structure was clearly not there before; a creative behavior.

5.10 Production of a Unique Communication
Communicating ideas, feelings, and experiences to others. Limiting or controlling factors: effects desired, nature of audience, medium of expression used, ideas involved.

Is able to get his ideas across to others. (p. 168)
Selects and organizes ideas adequately for a committee report (oral or written.)
Speaks well extemporaneously in college classes (as a a student) and in school classrooms (as a teacher.)
Writes papers and reports in a well organized manner--term papers, book reports, other documents.
Is able to show how something is done. Demonstration of the process can involve a variety of ways (personally, film strip, recording, movie.) Ample time is needed for students to practice. (Raths' Component II, pp. 35f.)
Is able to organize instructional materials and learning experiences for adolescents. (300:386)
Is able to supplement the curriculum (Raths' Component III, pp. 38f) /Evidence to indicate behavior sought by teacher: differentiated materials, reference materials, multi-sensory aids, differentiated assignments, visiting speakers, collections, mimeographed materials, teacher-made tests./

5.20 Production of a Plan, or a Proposed Set of Operations
Development of a plan of work, or a set of task requirements.

Can write a unit plan for (about) a three-week series of classes in a subject field in the student's major area of concentration. (300:386)
Is able to write lesson plans for fiveeconsequetive classes in a subject field of his own choosing. (Has he well used the pedagogical moves: structuring, soliciting, responding, reacting?) (300:386 /Hyman Ways of Tchg, p. 269/
Can teach his peers a short lesson (mini-lesson) of about ten minutes duration. (Peers critique the sound or video tape--a form of microteaching.) (300:386)

5.30 Derivation of a Set of Abstract Relations

Classification or explanation of data according to a theory or hypothesis; deduction of relations from a set of basic propositions.

Can formulate appropriate hypotheses based upon an analysis of factors involved. (p. 172)
Is able to modify hypotheses in light of new factors and considerations. (p. 172)

6.00 Evaluation

Judgments about the value of ideas, works, solutions, methods, materials; may be quantitative or qualitative in terms of criteria used. Little used in secondary and collegiate education; not to be confused with quick decisions, or ill-considered opinions, on the worth of a statement.

Is able to judge the value of a lesson (observed or taught himself) in terms of reasonable criteria.

Is able to evaluate, record, and report on pupil's progress, not only to the students themselves in the classroom but also to the institution as a whole. /Reports to pupils, parents, principal./ (Raths' Component X, pp. 87ff.)

Makes considered decisions on his own (i.e. without prompting from professor, cooperating teacher, supervisor) about lesson plans and similar matters.

Makes professional decisions or judgments on the basis of well founded information.

Judges and/or reevaluates opinions of others in terms of new information.

Assesses honestly and objectively (without prejudice) the results of his earlier decisions.

6.10 Judgments in terms of Internal Evidence

Evaluation of logical accuracy, consistency, and other internal criteria.

Judges the worth of a project on the basis of internal consistency.

Tests the accuracy of the work for consistency, logical accuracy, and absence of internal flaws. (p. 186)

Is able to assess the general probability of accuracy in reporting facts from care given to exactness of statement, documentation, proof, etc. (p. 189)

6.20 Judgments in Terms of External Evidence

Evaluation of material on the basis of selected criteria.

Judges actions in terms of ends to be served and appropriateness of means to achieve those ends.

Weighs values involved in this and alternate courses of action. (p. 192)

Applies aesthetic standards to the choice and use of ordinary objects in the school environment.

Evaluates his own performance in terms of generally accepted criteria of a good teacher.